An approved advanced social work practice course for school social work concentration. This is course starting in summer for four weeks and continuing for the fall semester.

Social Work Practice in School Settings provides a conceptual base for advanced practice social work practice in educational setting. It complements the field course in the first semester of the advanced practice year. SW 861 uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work skills in schools and to integrate knowledge of social work theory and practice.

Students will be able to demonstrate knowledge in and demonstrate skills in the following competencies required for School Social Work Licensure.

Successful completion of this course implies that students will have progressed towards achieving the core social work competencies and demonstrate skills needed for the required School Social Work License.

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Welfare and Educational Policy (CSWE standards #2.1.1, 2.1.3, 2.1.8, 2.1.9)</td>
<td>A. Demonstrate knowledge of public education, legislation, case law, due process and social policy issues which impact on the pupil-school-community and school social work practice. Demonstrate how to affect children’s learning, parent involvement and school functioning. Include an overview of</td>
<td>Artifacts # 1 &amp; 3, Final Paper</td>
</tr>
</tbody>
</table>
the history of School Social Work, specifically:
- Section 504 of the Rehabilitation Act of 1973 Handicapped Persons: Rights under Federal Law
- PL 94-142 Education of All Handicapped Children Act
- Policies regarding student discipline, suspension, expulsion, and zero tolerance
- PL 100-77 McKinney –Vento Homeless Education Act
- ESSA-Every Student Succeeds Act

B. Understand the issues that affect the school and school social worker at the micro, mezzo and macro levels of society as they relate to schools.

C. Demonstrate a basic understanding of the school as a social system.

D. Demonstrate knowledge of the School Social Work Content Standards.

<table>
<thead>
<tr>
<th>2. Social Work Values and Ethics, including the Mission of Public Education and understanding professional school social work and pupil services standards (CSWE standards #2.1.1, 2.1.2)</th>
<th>A. Specifically to include PI 34.02- Teacher Standards (10 total).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Wisconsin Educators must meet specific training in:</td>
</tr>
<tr>
<td></td>
<td>• Conflict resolution between pupils and between pupils and staff.</td>
</tr>
<tr>
<td></td>
<td>• Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.</td>
</tr>
<tr>
<td></td>
<td>• Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.</td>
</tr>
</tbody>
</table>

Artifacts # 1 & 2

Artifacts #1

Artifacts # 1 & 3

Artifact #2, Final Paper

Artifact #1
<table>
<thead>
<tr>
<th>C. Understanding the relationship between school social workers, students and parents, the school staff and outside agencies.</th>
<th>Artifacts #1, 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Prevention and intervention in truancy and dropout rates.</td>
<td>Artifact #3</td>
</tr>
<tr>
<td>E. Portfolio Development</td>
<td>All assignments</td>
</tr>
<tr>
<td>F. Understanding Educator Effectiveness Evaluations and Professional Development Plans (PDP)</td>
<td>Artifacts #1 &amp; 2</td>
</tr>
</tbody>
</table>

### 3. Social and Economic Justice and populations at risk (CSWE standards #2.1.4, 2.1.5)

Understand how this standard applies in the school setting, specifically:

- Resiliency in schools.
- Understanding the dynamics of risk factors for school failure and strategies to address them.
- Strategies to combat discrimination, oppression, institutional racism and economic deprivation; how they operate and appear in schools and learn specific strategies to address them.
- How the “achievement gap” for students of color reveals itself in the school setting.
- Identification of inequities in access to school and community programs and services for children, youth and families.

<table>
<thead>
<tr>
<th>Artifact # 3</th>
<th>Artifacts #2 &amp; 3, Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact #2, Final Paper</td>
<td>Artifacts #2 &amp; 3, Final Paper</td>
</tr>
<tr>
<td>Artifact #3</td>
<td>Artifacts #2 &amp; 3, Final Paper</td>
</tr>
</tbody>
</table>

### 4. Systematic Assessment of individuals, families, schools and community (CSWE standards #2.1.3, 2.1.7, 2.1.10)

Understand and demonstrate skills in:

- Formal assessments used in schools of adaptive skills, functional behavioral and Responsive To Intervention (RTI).
- Recognize impacting patterns of achievement and adjustment at critical points in students’ growth and development.
- Writing comprehensive assessments of students suspected of having disabilities related to Special Education (evaluations, IEP’s) and 504 plans.
- Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma.

<table>
<thead>
<tr>
<th>Artifact #2, Final Paper</th>
<th>Artifacts #2, Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts #2 &amp; 4, Final Paper</td>
<td>Artifact #2, Final Paper</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>
| 5. Effective prevention and intervention with individuals, families, schools and communities. (CSWE standards # 2.1.5, 2.1.8, 2.1.9, 2.1.10) | • Trauma in schools and Trauma informed Care in schools.  
• Formal and informal policies of the school that may affect student behavior and learning. | Artifacts #2, 3 & 4, Final Paper |
| --- | --- | --- |
| | • Utilization of a strength-based approach to enhance student capacities, with special emphasis on at-risk populations.  
• Design and implementation of practice strategies with persons from diverse backgrounds.  
• Crisis intervention in schools.  
• Counseling  
• Group work in schools and communication with teachers.  
• Classroom instruction.  
• Mediation and conflict resolution.  
• Mental Health in schools, especially prevention and intervention in system wide settings, self harm and depression issues for students.  
• Consultation with staff.  
• Development of written plans of service for students, such as IEP’s, FBA/BIP’s and 504 plans.  
• Curriculum development for students.  
• Professional development for staff.  
• Community organization, including mobilization of school and community resources.  
• Coordination of student transitions to/from community-based services and schools. | Artifacts #2 & 3, Final Paper |
| | | Artifact # 2, Final Paper |
| | | Artifacts #3 & 4 |
| | | Artifact # 2, Final Paper |
| | | Artifact #2, Final paper |
| | | Final paper |
| | | Artifact #2 & 4, Final Paper |
| | | Artifacts #2 & 4 |
| | | Final Paper |
| | | Artifact #2, Final Paper |
| | | Final Paper |
| | | Artifact #3, Final Paper |
| | | Final Paper |
| | | Artifact #2, Final Paper |
| | | Final Paper |
| | | Artifact #2, Final Paper |
| 6. Human behavior and social environment (CSWE standard #2.1.7) | • Understand how school climate and dynamics affect learning.  
• Application of theoretical frameworks to understand interaction between groups in the school setting.  
• Restorative Practice in the schools.  
• Grief in schools. | Artifacts #2 & 3, Final Paper |
| | | Artifact # 2 & 3 |
| | | Artifact #2, FinalPaper |
7. Diversity Issues in Schools (CSWE standards #2.1.3, 2.1.4, 2.1.5)

- How cultural factors in race, gender, ethnicity, sexual orientation and social class affect behavior in schools.
- School environment impact on LGBTQ students and specific system-wide interventions and prevention techniques.
- Application of understanding of issues in the school setting.
- Ability to take cultural and other diversity factors into account in assessments. (especially Special Education assessments)
- How to practice advocacy in the school setting.

Artifacts #2 & 3, Final paper
Artifact #2
Artifact #3

8. Research, including: (CSWE standards # 2.1.10)

- Qualitative and quantitative methodologies
- Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:
  - Provide high-quality school social work services and educational interventions.
  - Evaluate programs and services.
  - Evaluate one’s own practice.
  - Initiate change.
  - Improve practice, policy and programs.

Artifacts # 2 & 4, Final Paper
Artifact #3
Artifact #2 & 3

IV. Course Content and Outline

August 6  Welcome and Syllabus Review
History and school social work roles, overview of course and competencies.

Required Readings:
Chapter 2: A Typical Day? (Jarolmen, JoAnn)
On Learn@UW:
- Chapter 1: The Role of the School Social Worker (Massat, et. al)

August 13  School Social Work Standards & the complexity of services in schools, School Social Work Licensure: introduction to portfolios

Required Readings:
Chapter 3: Introduction and Definitions: Discussion of the Skills, Techniques, and Essential Practices (Jarolmen, JoAnn)
On LEARN@UW:

- Supplemental Ethical Standards for School Social Workers. Handout from Nic Dibble, State Consultant for Wisconsin Department of Public Instruction. (2014)
- ESSA information from DPI (on Learn site) DPI Practice Guide: School Social Work  
   http://dpi.wi.gov/sspw/pupil-services/school-social-work

Portfolio examples will be available during class

August 20  **System Wide Intervention & Trauma Informed Care in the Schools**

Required Readings On Learn@UW:

**ARTIFACT #1 DUE-** Write a brief summary of the history of education and how it relates to the history of school social work.

August 27  **Dropout Prevention, Truancy and Attendance Issues, Teen Pregnancy-School Social Worker roles**

Required Readings on LEARN@UW:
- Chapter 37: Attendance and Truancy: Assessment, Prevention and Intervention Strategies for School Social Workers (Massat, et. al)
- Department of Public Instruction Web Site: Dropout Prevention Screening Tool
- Additional readings from DPI about teen parenting information

September 3  **No Class**

September 10  **LGBTQ Issues in schools and the role of the School Social Worker**

Required Reading on LEARN@UW:
- “Teaching Tolerance” magazine, summer 2014 articles.
- "Helping families to Support their LGBTQ Children".  *Article available at:* The SAMHSA website (Substance Abuse and Mental Health Services Administration)
September 17  **Response to Intervention & PBIS and the role of the School Social Worker**

**Required Readings: On LEARN@UW**
- Chapter 27: Response to Intervention and the School Social Worker (Massat)
- Chapter 35: Tier 2 Behavioral Interventions for At-risk students (Massat, et.al)

September 24  **Intervention Skills: Threat assessments, Managing Clinical Concerns and confidentiality issues**

**Required Reading on LEARN@UW:**

**ARTIFACT # 2 DUE** Critical analysis of the RTI and PBIS used in your district

October 1  **Intervention Skills: Violence Prevention, Harassment and Bullying in Schools**

**Required Reading**
Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen, JoAnn)

**On LEARN@UW:**
- Chapter 38: Bullying and Peer Sexual Harassment in Schools (Massat, et al)
- “Teaching Tolerance” magazine article, Summer 2014.

October 8  **Mental Health Issues in Schools: Approaches for working with students as a school social worker**

**Required Reading on LEARN@UW:**
- Chapter 54: Best Practice Grief Work With Students in School, School Services Sourcebook (Franklin, Harris, Allen-Meares)
October 15 Educational Policy Issues: Homelessness and the role of the School Social Worker and other Educational Laws & Policy

Required Readings on LEARN@UW:
- “The McKinney-Vento Act At a Glance”, National Center for Homeless Education. 2008

ARTIFACT # 3 DUE Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.

October 22 Student Achievement and at-risk populations. Achievement gap, “unintended consequences” and the role of the school social worker

Required Readings on LEARN@UW:
- “School to Prison Pipeline”, Teaching Tolerance
- Chapter 20: Tackling Oppression in Schools: Skills for School Social Workers (Massat, et. al. 8th edition)

October 29 Portfolio for School Social Worker License-more in-depth follow-up

Bring the start of your portfolio to class and specific questions.

November 5 Assessments in Schools: IEP’s 504 plans, BIP’s-School Social Worker Role

Required Readings:
Chapter 4: Special Education Component and School Social Work (Jarolmen, JoAnn)
On LEARN@UW:
- Chapter 26: Planning and Setting Goals: Behavior Intervention Plans, the Individualized Education Program and the Individualized Family Service Plan (Massat et. al)
- In class review of FBA, BIP, crisis plan and developmental history examples
November 12  **Intervention Skills in the Classroom and Groups**

**Required Readings:**
Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods. (Jarolmen, JoAnn)
On LEARN@UW:
- Chapter 31: Working with Groups in Schools: Planning for and Working with Group Process (Massat, et. al)

**ARTIFACT # 4 DUE**  Follow your school district procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.). If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (include the assessment tool also).

November 19  **Helping Schools Deal with Race Relations**

**Required Readings on LEARN@UW:**
- Materials from “Teaching Tolerance” Magazine (on code-switching and micro-aggressions)
- **Courageous Conversations About Race**, Glen Singleton & Curtis Linton, Corwin Press, 2006, (pages 16-20)

November 26  **BREAK**

December 3  **Collaboration and Consultation in Schools. The Student Services Team approach and Staff Consultation**

**Required Readings:**
Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen, JoAnn)

On LEARN@UW:
DPI School Social Work Practice Guide:  
December 10  **Educational policy issues involving current political/social events, school funding, social justice issues**

Required Readings on LEARN@UW:

December 17  **Evaluation in the Education Setting: PDP’s, Educator Effectiveness, Portfolios and licensing information**

Next steps as a school social worker, portfolio update for spring

Course wrap-up

Required Readings:
- Chapter 13: Practice Evaluation. (Jarolmen, JoAnn)
- Department of Public Instruction Website information

**FINAL PAPER DUE - EITHER SPECIAL EDUCATION SOCIAL HISTORY OR CLASSROOM/GROUP SESSION PAPER (see description under “assignments”)**

V. Course Texts and Reading Materials

A. Required Texts
   3. Additional handouts and reading materials will be posted on the Learn@UW site or distributed throughout the semester by the instructor.

B. Recommended Readings
C. Recommended Professional Affiliations

1. **Wisconsin School Social Work Association (WSSWA):** Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is [www.wsswa.org](http://www.wsswa.org).

2. **School Social Work Association of America (SSWA):** Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is [www.sswaa.org](http://www.sswaa.org).

3. **The American Council for School Social Work (ACSSW):** A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is online and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is [www.acssw.org](http://www.acssw.org).

4. **National Association of Social Workers (NASW):** Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called *Children and Schools.*

VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, Required Work and Course Grades

Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the semester or an NR (No Report) if he/she is a special student. ‘P’ and ‘NR” are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

*All papers are also to be included in your Portfolio (when it is due in spring semester)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Artifact #1</td>
<td>8/20/16</td>
<td>10</td>
</tr>
<tr>
<td>Artifact #2</td>
<td>9/24/16</td>
<td>15</td>
</tr>
<tr>
<td>Artifact #3</td>
<td>10/15/16</td>
<td>15</td>
</tr>
<tr>
<td>Artifact #4</td>
<td>11/12/16</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper</td>
<td>12/17/16</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Maximum Points: 100

**Points for final grade:**

- **A** 94-100  Outstanding; surpasses expectations in all areas
- **AB** 88-93  Surpasses expectations in many areas
- **B** 82-87  Meets expectations in all areas
- **BC** 76-81  Meets expectations in some areas; below in others
- **C** 70-75  Below expectations in most areas, not acceptable graduate work
D 64-69  Below expectations in all areas
F <64   Fails to meet minimal expectations in all areas, not acceptable work

**Artifacts:** Brief Critical Thinking Papers (2-4 pages).

1. ARTIFACT #1- Write a brief summary of the history of education and how it relates to the history of school social work.
   DUE DATE: 8-20-16

2. ARTIFACT #2: Description and critical analysis of RTI and/or PBIS used in your district.
   DUE DATE: 9-24-16

3. ARTIFACT #3: Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.
   DUE DATE: 10-15-16

4. ARTIFACT #4: Formal or Informal Assessment.
   Follow your school district procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.). If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (include the assessment tool also).
   DUE DATE: 11-12-16

**Final Paper-** chose EIGHTER A) or B) to complete: 30 POINTS DUE 12-17-16

A) Classroom or Group session at your placement. Using evidence-based methods, determine the topic and setting, compose a lesson plan, lead the classroom or group session and compile evaluation of the session. Write a reflection on this process and attach a copy of the lesson plans.

OR:

B) Special Education IEP-following your school district’s form, write a complete family history or social history that could be used for a special education evaluation or IEP.

**For Maximum Points:** You must include the form or format for either the assessment or IEP social history (used by your district) and then complete that process with a family or student in your district. Please include the procedure(s) required by your district as well as staff consulted in the process and next steps for sharing of that information to the family and team at your school.

**ARTIFACT GRADING RUBRIC:**
Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State
Licensing Standards for School Social Workers and should be included in the student’s portfolio. Each artifact assignment should be 2-4 pages in length. Grading Rubric is as follows:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page. (if needed)</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page requirement.</td>
</tr>
</tbody>
</table>

VII. Course Policies

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments in LEARN@UW for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the faculty member. Three points will be deducted for each day the assignment is late.

Readings: The Course Instructor will identify which readings are required for completion according to the schedule. Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read and apply critical thinking about the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. All reading materials can be found on Learn@UW. (Unless indicated otherwise).

Written Assignment Policy: All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy: The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a
late assignment should contact the instructor prior to the due date. Unapproved late assignments may be marked down three points for each day they are late.

Students with Disabilities If you require accommodations to obtain equal access to this class or to any assignments, please contact the instructor as soon as possible. The intent is for all students to have an excellent learning experience.

Student Behavior Policy: In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The following is a list of expectations of student’s display of personal integrity.

- Please turn off cell phones before entering the classroom.
- Laptop use is for note taking only, and is subject to instructor discretion.
- Respect another person’s viewpoint with which you may disagree.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Bring your textbook to class when appropriate.
- Read the material and be prepared for class.
- Actively participate in classroom discussion. If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and student level of participation noted
- Excused and Unexcused Absences:
  - The first unexcused absence will result in a student’s grade being dropped one full grade.
  - The second unexcused absence will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
● Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

● Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

● Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled. If class is cancelled, please review email from instructor regarding how to engage in the class materials in lieu of meeting in person.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

**Code of Ethics, Professional Conduct & Plagiarism**

Incoming BSW and MSW students read and sign electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

The Plagiarism Policy is attached to this syllabus addendum and is written below.

**Plagiarism**

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.
Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14: [http://www.students.wisc.edu/doso/docs/UWS14.pdf](http://www.students.wisc.edu/doso/docs/UWS14.pdf)

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html)